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ABSTRACT

This book presents a comparative analysis of racial attitudes within formal schooling of both Britain and its former dominions and colonies. It provides essays that examine racism, education, and imperialism, and focuses on the function of education, curriculum, and textbooks in shaping imperial images of dominance and deference. The following essays are provided: (1) "Images for Confident Control: Stereotypes in Imperial Discourse" (J. A. Mangan); (2) "The Imperial Indian: India in British History Textbooks for Schools 1890-1914" (Kathryn Castle); (3) "The Black African in Southern Africa: Images in British School Geography Books" (T. Lilly); (4) "The Irish and Others in Irish Nineteenth-Century Textbooks" (John Coolahan); (5) "Race, Empire and the Maori in the New Zealand Primary School Curriculum 1880-1940" (Colin McGeorge); (6) "Racial Stereotypes in the Australian Curriculum: The Case-Study of New South Wales" (Stewart Firth and Robert Darlington); (7) "Resistance to an Unremitting Process: Racism, Curriculum and Education in Western Canada" (Jo-ann Archibald); (8) "Racism, the School and African Education in Colonial Kenya" (Anthula Natsoulas and Theodore Natsoulas); (9) "The Creation of a Dependent Culture: The Imperial School Curriculum in Uganda" (P. G. Okoth); (10) "Rulers and Ruled: Racial Perceptions, Curriculum and Schooling in Colonial Malaya and Singapore" (Keith Watson); (11) "'English in Taste, in Opinions, in Words and Intellect': Indoctrinating the Indian through Textbook, Curriculum and Education" (Suresh Chandra Ghosh); and (12) "Historical Discourses, Racist Mythology and Education in Twentieth-Century South Africa" (Peter Kallaway). (Contains 1 figure, 7 tables, and 821 endnotes.) (GLR)

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